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HUMAN RESOURCES RESEARCH ORGANIZATION ALEXANDRIA VA
REPORT OF RESERVE AND NATIONAL GUARD DATA (SUPPLEMENT TO ANALYS--ETC(U)
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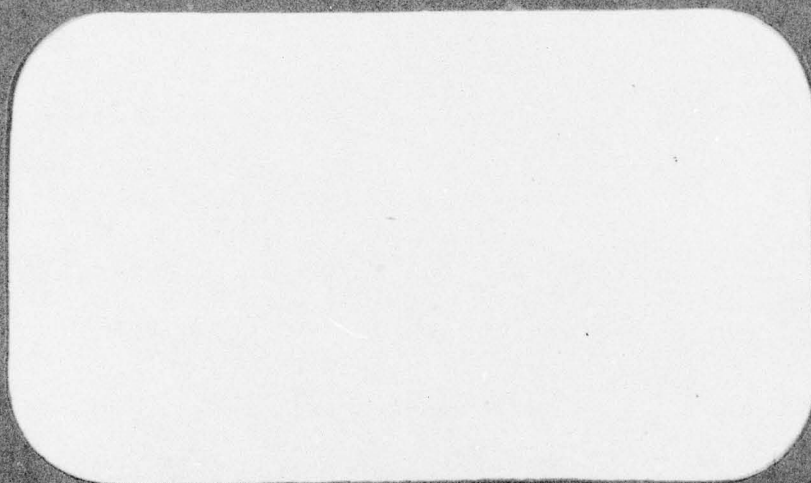
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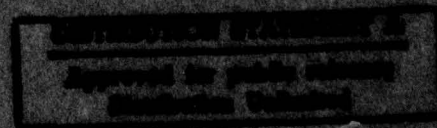


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① LEVEL II

⑨ Consulting Report

⑥ REPORT OF RESERVE AND NATIONAL GUARD DATA.
(SUPPLEMENT TO ANALYSIS OF TRAINING
MANAGEMENT SURVEY)

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⑪ Oct 1971

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⑮ DAHC19-70-C-0012

⑯ 2Q062107A712

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FOREWORD

A Board for Dynamic Training was formed at Fort Benning, Georgia, in early September, at the direction of the Chief of Staff of the Army. The Board is chaired by Brigadier General P. E. Gorman, Assistant Commandant of the U.S. Army Infantry School.

HumRRO was asked by the Board to assist in the development and analysis of a survey, to be administered to experienced officers and enlisted men, to identify the major problems now serving as barriers to the development of innovative, challenging, and stimulating unit training, Army-wide. This Consulting Report is a report of that survey.

This Technical Advisory Service was conducted at HumRRO Division No. 4, Fort Benning, Georgia, under the supervision of Dr. T. O. Jacobs, Director. LTC Chester I. Christie is the Chief of the U.S. Army Infantry Human Research Unit.

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SUMMARY AND CONCLUSIONS

In general, findings from the analysis of the survey results from Reserve and National Guard respondents were quite similar to those found from active duty respondents, except in some areas where differences were predictable by virtue of differences in the training context within which Reserve and National Guard units operate. Some inferences can be drawn, though they cannot be proved, from survey responses in regard to these differences.

First, it appears that senior officers in Reserve and National Guard units are more active in supervising training, issue more oral guidance, and may also be responsible for providing, or having provided, greater written material resources than is true in active duty units. Whether this is cause or effect is not known, but it seems to be associated with a tendency for company grade officers to be less active, and perhaps less motivated and innovative, in the training manager role.

A suggestion made earlier in the survey is that these differences might well result from the fact that senior Reserve and National Guard officers are probably "career" incumbents, i.e., participate in Reserve and National Guard organizations because they find intrinsic value in doing so. It was suggested, in contrast, that many junior officers probably are not participating for this reason, which would make for a basic motivation difference between the two groups. A further problem is that junior officers, and the younger enlisted men as well, probably are more tightly anchored to their own age group values in their civilian

communities, by virtue of the fact that they participate in these groups the majority of their time, which is not so for their active duty contemporaries.

If these speculations are correct, it appears that the need for Reserve and National Guard units, in addition to needs identified for units in the Regular Army, is training for commanders in techniques that will increase the involvement and motivation of their juniors in the training process.

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28 October 1971

REPORT OF RESERVE AND NATIONAL GUARD DATA
(SUPPLEMENT TO ANALYSIS OF TRAINING MANAGEMENT SURVEY)

INTRODUCTION

The present supplement consists of a report of an analysis of data collected by means of the Training Management Survey from Reserve and National Guard respondents. The distribution of respondents by location, rank, and arm are shown in Table 1. As can be seen, of a total of 587 respondents, 570 were derived from CONUS units. The conclusions for this analysis consequently can be interpreted as valid only for CONUS. From Table 1, it can be seen that the preponderance of respondents were of Infantry origin, with approximately equal numbers from Armor and Field Artillery, but with these two arms together supplying fewer respondents than Infantry alone. Insufficient numbers of respondents were obtained from Air Defense Artillery to place reliance on this category of response. Similarly, insufficient officers of grade O6 and higher were obtained for the responses of this group to be regarded as reliable.

The analysis of the data from the Reserve/National Guard groups will be considerably less extensive than the principal analysis to which the present report is a supplement. Further, the present written analysis will consist principally of a comparison of findings obtained from Reserve and National Guard groups in comparison with findings obtained from the active duty respondents previously analyzed. (A complete set of Tables is supplied as an Appendix to this supplement for readers who desire to make a more detailed analysis.)

Table 1

Distribution of Present Sample
by Rank, Arm, and Location

<u>Rank</u>	<u>RANK BY LOCATION</u>			<u>Total</u>
	<u>CONUS</u>	<u>Europe</u>	<u>Other</u>	
06-08	3	0	0	3
05*	67	1	1	69
04-05**	132	0	3	135
01-03	210	0	4	214
E7-9	<u>158</u>	<u>0</u>	<u>8</u>	<u>166</u>
TOTAL	570	1	16	587

<u>Rank</u>	<u>RANK BY ARM</u>				<u>Total</u>
	<u>Infantry</u>	<u>Armor</u>	<u>Air Defense</u>	<u>Field Artillery</u>	
06-08	2	0	0	1	3
05*	37	12	1	19	69
04-05**	78	26	3	28	135
01-03	102	59	10	43	214
E7-9	<u>91</u>	<u>35</u>	<u>5</u>	<u>35</u>	<u>166</u>
TOTAL	310	132	19	126	587

*05 with more than 3 years in grade and/or Battalion Command experience

**05 with less than 3 years in grade

PLAN OF REPORT

The present report will be considerably less extensive than the initial report of data from active duty units. Present findings will be organized into the same sequence as was found in the original report, and the same Tables will be used, together with the same Table numbers. The present Tables will not provide a comparison between Reserve and National Guard data and the original data, however. The reader may obtain these comparisons by referring back to the original report, to the same Table numbers, in conjunction with the present data. The difference will be that the present data will generally be presented in Tables by Arm, whereas the majority of the data in the original report was presented by Location. The latter kind of organization would, of course, not be appropriate for the present sample in that there were virtually no respondents from other than CONUS locations.

RESULTS

Resources and Current Capabilities

Table 2 shows responses to the first four questions of the survey. There were few major differences in the availability of written guidance across Arms. The most noticeable were a slightly greater availability of written Army training tests for Armor, a lower provision of written operational readiness tests by Field Artillery, and a low availability of written school/training literature, at least in comparison with the other Arms, for Infantry.

Comparison of these findings with those from active duty units, however, indicate that the availability of some of these written resources was much higher for National Guard and Reserve units than for active duty units. This was true of written unit training programs, and written battalion training circulars. Further, written training schedules, written training calendars, written Army training tests, and written training records were available considerably more often than was reported by active duty units. Only written operational readiness tests were reported to be provided less often than active duty units reported, though by only a slight amount.

Responses to Item 2 in Table 2 show that not only were written resources reported to have been provided more often by the present sample, but also oral guidance was reported more often, as well, especially from brigade and battalion levels. However, an interesting pattern emerges, in that brigade and battalion commanders are reported to have provided guidance about at the same level by the present group as by active duty respondents, while brigade and battalion XO's are reported to have provided much more oral guidance than was true in the active duty sample. The same pattern emerges with regard to battalion staff in S1, S2, and S4 capacities. Finally, company commanders were reported to provide oral guidance more often in the present data than was true in the active duty groups. Items 3 and 4 show responses of the present group to the availability and utilization of Army-wide materials. A remarkably consistent pattern of responses was found on access and utilization of these materials by Reservists and National Guard units. However, in comparison with active duty units, Army Training Programs and Army Subject Schedules were reported to be available more frequently, and they reported to have been used much more frequently. Field Manuals were also reported to be used more frequently.

Table 2
Availability and Utilization of Conventional
Resources for Developing Training

Response Scale

	Never 1	Sometimes 2	Usually 3	Always 4				
					IN	AR	ADA	FA
1. DID YOUR BATTALION PROVIDE:								
a. <u>Only</u> oral guidance for the conduct of training....	1.7	1.7	1.9	1.8				
b. Written Unit Training Programs.....	3.7	3.6	3.7	3.7				
c. Written Training Schedules.....	3.7	3.6	4.0	3.7				
d. Written Training Calendar.....	3.4	3.4	3.1	3.3				
e. Written Training Reports.....	3.0	3.0	3.0	3.0				
f. Written Army Training Tests (ATT).....	3.3	3.6	3.2	3.2				
g. Written Battalion Training Circular.....	3.7	3.6	3.9	3.5				
h. Written Training Records.....	3.4	3.3	3.5	3.4				
i. Written Policy File.....	3.2	3.3	3.5	3.2				
j. Written Operational Readiness Test.....	2.3	2.7	3.0	2.2				
k. Written School/Center Training Literature.....	2.6	3.0	3.1	3.0				
2. IN ADDITION TO WRITTEN TRAINING GUIDANCE, TO WHAT EXTENT DID YOU RECEIVE <u>ADDITIONAL</u> ORAL GUIDANCE DIRECTLY FROM EACH OF THE FOLLOWING:					IN	AR	ADA	FA
a. Division CG.....	1.6	1.5	1.2	1.6				
b. ADC.....	1.5	1.3	1.2	1.5				
c. Division Staff Officers.....	1.7	1.6	1.1	1.6				
d. Brigade CO.....	2.2	2.0	1.8	1.9				
e. Brigade XO.....	2.0	1.8	1.4	1.7				
f. Brigade Staff Officers.....	2.4	2.1	2.2	2.0				
g. Battalion CO.....	3.0	3.0	3.1	3.0				
h. Battalion XO.....	2.8	2.9	2.7	3.0				
i. Battalion S3.....	3.2	3.3	3.4	3.3				
j. Battalion S1, S2, or S4.....	2.6	2.8	3.0	2.8				
k. Company Commander.....	3.1	3.2	2.9	3.2				

Table 2 (cont'd)

Availability and Utilization of Conventional
Resources for Developing Training

	IN	AR	ADA	FA
3. TO WHAT EXTENT DID YOU HAVE ACCESS TO RELEVANT:				
a. Army Training Programs (ATP).....	3.8	3.8	3.8	3.8
b. Army Subject Schedules.....	3.8	2.9	3.6	3.8
c. Field Manuals (FM).....	3.8	3.9	3.7	3.8
d. Technical Manuals (TM).....	3.7	3.8	3.8	3.8
e. Army Regulations.....	3.8	3.8	3.8	3.9
4. TO WHAT EXTENT DID YOU <u>USE</u> THE FOLLOWING IN CONDUCTING TRAINING:	IN	AR	ADA	FA
a. Army Training Programs (ATP).....	3.4	3.5	3.4	3.4
b. Army Subject Schedules.....	3.6	3.6	3.4	3.4
c. Field Manuals (FM).....	3.7	3.8	3.8	3.6
d. Technical Manuals (TM).....	3.2	3.5	3.8	3.5
e. Army Regulations.....	3.2	3.3	3.6	3.2

Table 3

Rated Usefulness of DA Small-Unit
Training Guidance (Materials)

26. WHAT ARE YOUR FEELINGS ABOUT THE FORMAL WRITTEN SMALL-UNIT TRAINING GUIDANCE SUPPLIED BY DA (E.G., ATP'S, ARMY SUBJECT SCHEDULES, TRAINING CIRCULARS, ETC.):	Response Scale				
		IN	AR	ADA	FA
a. They are very valuable and should always be used as a reference when conducting training.	3				
b. They are valuable as general guidance but not always that useful when training is being conducted.	2	2.1	2.2	2.1	2.1
c. They are of little value in that they do not take into consideration important local factors.	1				

The overall picture for Reserve and National Guard units therefore seems to be one of considerably greater availability and utilization of many kinds of written training guidance than was true with active duty units. There was also a considerably greater degree of oral guidance for training, attributable in large part to considerably greater participation in training supervision by battalion staff other than the S3 and by Battalion and Brigade executive officers. Finally Reserve and National Guard units reported wider utilization of Army Training Programs and Army Subject Schedules than active duty units did. However, while these are reported to be more widely used, they are not reported by Reservists and National Guard units to be more useful than did regular respondents, as is shown in Table 3.

Training Facilities

Table 4 shows availability and source of major and minor training facilities and aids for Reservists and National Guard units. Though the Table shows some variability across Arms in the availability of the training facilities in Item 5, this variation was significant only for classrooms. However, comparison of responses of the present sample with those of the active duty sample indicates that all of these facilities are reported to be more available. The average availability in each case was one or two-tenths of a scale point higher than the average of all CONUS responses in the preceding survey, falling usually about .4 of a scale point higher than "Usually," toward "Always." Responses to Item 6 (in Table 4) are somewhat variable across Arms in the present sample, but this variability

Table 4

Availability and Source of Major and Minor
Training Facilities and Aids

Response Scale

Never	Sometimes	Usually	Always
1	2	3	4

5. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOWING
TRAINING FACILITIES WAS AVAILABLE TO YOU IN
CONDUCTING SMALL-UNIT TRAINING:

	IN	AR	ADA	FA
a. Weapons Ranges.....	3.3	3.6	3.5	3.4
b. Areas for Individual Training.....	3.4	3.4	3.4	3.4
c. Areas for Small-Unit Training.....	3.4	3.3	3.4	3.4
d. Classrooms.....	3.6	3.8	3.7	3.5
e. General Field Training Areas.....	3.2	3.1	3.2	3.2

Response: % Answering "Yes"

6. FOR EACH OF THE TRAINING
FACILITIES YOU INDICATED
WERE AVAILABLE AT LEAST
SOMETIMES, PLEASE INDICATE
FROM WHAT SOURCE OR SOURCES
THEY WERE OBTAINED:

	<u>Own Resources</u>				<u>Higher Headquarters</u> Percents				<u>Central Trng Area</u>			
	IN	AR	ADA	FA	IN	AR	ADA	FA	IN	AR	ADA	FA
a. Weapons Ranges.....	46	63	78	37	74	81	62	80	85	86	71	78
b. Areas for Individual Training.....	86	92	100	87	60	73	83	69	67	68	57	62
c. Areas for Small-Unit Training.....	82	71	92	85	61	73	75	74	73	85	71	74
d. Classrooms.....	96	96	100	89	44	44	80	51	40	33	60	29
e. General Field Train- ing Areas.....	57	41	60	43	72	72	83	72	83	91	80	82

Table 4 (cont'd)

Availability and Source of Major and Minor
Training Facilities and Aids

Response Scale

Never	Sometimes	Usually	Always
1	2	3	4

7. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOW-
ING TRAINING AIDS WAS AVAILABLE TO YOU IN
CONDUCTING SMALL-UNIT TRAINING:

	IN	AR	ADA	FA
a. Actual Equipment.....	3.1	3.1	3.5	3.3
b. Models.....	2.2	2.2	2.3	2.2
c. Mockups.....	2.2	2.1	2.0	2.2
d. Graphic Materials.....	2.8	2.8	3.1	2.8
e. Displays.....	2.3	2.3	2.3	2.3
f. Chalkboards.....	3.8	3.9	4.0	3.8
g. Films.....	3.5	3.6	3.5	3.5
h. Sand Tables.....	2.8	3.1	1.7	1.8
i. Specially Trained Demonstrators.....	1.9	1.8	1.8	1.9
j. Training Demonstrations.....	2.2	2.0	2.2	2.1
k. Aggressors and Aggressor Materials.....	2.8	2.5	2.2	2.5
l. Prisoner of War Interrogation Personnel.....	1.6	1.5	1.6	1.6

Response: % Answering "Yes"

8. FOR EACH OF THE TRAINING
AIDS YOU INDICATED WERE
AVAILABLE AT LEAST SOME-
TIMES, PLEASE INDICATE
FROM WHAT SOURCE OR
SOURCES THEY WERE OBTAINED:

	Own Resources				Higher Headquarters				Central Trng Area			
	IN	AR	ADA	FA	IN	AR	ADA	FA	IN	AR	ADA	FA
a. Actual Equipment.....	96	96	87	98	70	67	75	70	54	72	33	46
b. Models.....	54	65	75	51	63	60	73	58	78	79	62	75
c. Mockups.....	46	61	43	46	55	52	44	56	78	75	56	79
d. Graphic Materials.....	76	87	67	71	60	70	70	76	76	82	82	85
e. Displays.....	74	81	60	70	52	63	60	67	70	67	83	63
f. Chalkboards.....	94	98	75	96	40	49	25	53	48	45	100	41
g. Films.....	28	31	20	24	44	48	0	44	90	86	100	89
h. Sand Tables.....	76	79	57	40	35	32	29	31	53	54	57	43
i. Specially Trained Demonstrators.....	66	64	50	52	62	68	60	61	43	51	62	38
j. Training Demonstrations..	78	71	78	69	70	69	64	64	42	47	44	39
k. Aggressors and Aggressor Materials.....	76	70	62	63	70	71	73	75	63	69	57	53
l. Prisoner of War Inter- rogation Personnel.....	28	26	43	29	54	48	54	55	29	28	17	18

was significant only for weapons ranges, which were reported by 63% of Armor respondents answering this question to be provided from own resources, whereas only 46% of Infantry respondents and 37% of Field Artillery respondents did so. In comparison with active duty components, however, the percentage of respondents answering "yes" for own resources was considerably higher for all of these facilities except classrooms, in some cases very sharply higher. As perhaps could have been expected, percentages responding "yes," that these facilities were furnished from higher headquarters were correspondingly lower for Reserve and National Guard units in comparison with active duty units. Percentages responding affirmatively in relation to central training area availability were not too different.

The reported availability of the training aids described in Item 7 showed a general lack of variability across Arms in the present sample, except for sand tables which were used much more frequently by Infantry and Armor units, and aggressors and aggressor materials, which were used more by Infantry units. Reported availability was generally similar to that found in active duty units, except for films and sand tables which were reported somewhat more frequently in the present sample, and aggressors and aggressor materials. The source of these training aids appeared to be somewhat more frequently from the resources of the unit itself, in comparison with CONUS responses from the previous sample, especially. Similarly, these aids tended to be less available from higher headquarters, as might have been expected. Central training area availability was approximately the same as that reported in the previous data.

The picture that emerges concerning availability and source of training facilities and aids suggests that Reserve and National Guard units may well be somewhat more resourceful in developing their own training aids and training facilities than the regular units previously surveyed, and that they probably can count on the availability of facilities and training aids from central training areas about to the same extent as regular units. Availability of facilities and aids from higher headquarters is, as certainly would be expected, lower. These overall findings lead to an interesting speculation. While it should be emphasized that the quality of training conducted by Reserve and National Guard units has not been assessed by this survey (and could not be) it appears that, with this qualification, it is possible that nonavailability of resources from a higher headquarters--perhaps coupled with decreased supervision--may result in more initiative and innovation at the level of the unit itself. If it were found that the quality of training is also high, as high as in active duty units, this would then constitute evidence that supports the wisdom of the CSA directive decentralizing training responsibility.

Current State of Training

Examination of responses of the present sample to Questions 42 and 43, shown in Table 5, indicates an overall absence of variability across Arms, except for communication, in which Infantry and Armor respondents rated their units lower, and support, in which the lower grades rated the state of their unit's training lower than did higher grades. Comparison with responses from active duty units indicates that the current state of training was reported to be about the same by both groups, with a tendency for

Table 5

Rated "Current State of Training"
Among Surveyed Units

Response Scale

Inadequate	Adequate	Excellent
1	2	3

42. IN YOUR UNIT, WHAT IS THE CURRENT STATE
OF TRAINING IN THE FOLLOWING SUBJECT

AREAS:

	IN	AR	ADA	FA
a. Tactics.....	2.0	2.0	2.2	1.9
b. Weapons.....	2.2	2.1	2.4	2.2
c. Support.....	2.1	2.2	2.3	2.2
d. Maintenance.....	2.3	2.2	2.3	2.1
e. Communication.....	1.8	1.8	2.0	2.0

43. IN YOUR UNIT, WHAT IS THE CURRENT STATE
OF TRAINING IN THE FOLLOWING GENERAL

AREAS:

a. Operational Readiness Training.....	1.9	1.9	2.1	1.9
b. Unit Training.....	2.1	2.0	2.2	2.1
c. Individual Training.....	2.1	2.1	2.2	2.1

42. IN YOUR UNIT, WHAT IS THE CURRENT STATE
OF TRAINING IN THE FOLLOWING SUBJECT

AREAS:

	05*	05**-04	01-3	E7-9
a. Tactics.....	2.1	2.0	1.9	2.0
b. Weapons.....	2.3	2.2	2.2	2.2
c. Support.....	2.3	2.2	2.1	2.1
d. Maintenance.....	2.3	2.2	2.2	2.2
e. Communication.....	1.9	1.9	1.8	1.8

43. IN YOUR UNIT, WHAT IS THE CURRENT STATE
OF TRAINING IN THE FOLLOWING GENERAL

AREAS:

a. Operational Readiness Training.....	1.9	1.8	1.8	2.0
b. Unit Training.....	2.2	2.1	2.1	2.1
c. Individual Training.....	2.3	2.1	2.1	2.0

*05 with more than 3 years in grade - and/or Battalion Command experience.

**05 with less than 3 years in grade.

Reserve and National Guard respondents to rate their units slightly higher in the first four areas, and slightly lower in the fifth, communication, among the five areas of Item 42. Responses were quite similar for the three areas of Item 43, except for a slight tendency for the present sample to rate themselves higher on unit training and individual training. Average responses in these two areas generally paralleled those of the first four areas of Item 42. Overall, responses averaged slightly higher than the scale point of "Adequate," except for the area of communication, and operational readiness training.

Problems and Obstacles to More Effective Training

Table 6 shows data concerning obstacles to the development of more dynamic training. No significant differences were found to responses to the areas of Item 18 across Arms, though differences were found across grades. Specifically, inadequate manning levels were regarded as a more serious cause by NCOs; lack of imagination among junior personnel was cited as a more serious cause by senior officers and by NCOs than by company grade officers themselves; and inadequate motivation among junior personnel also was cited as a more severe problem by these groups than by company grade officers. As an interesting contrast, however, while lack of interest in change by immediate seniors had been cited as a factor by company grade officers in the previous survey, it was not among the present respondents.

Overall, the factors rated as most serious obstacles to the development of more dynamic training were inability to change because of the rigidly prescribed Army training system, and lack of adequate budget. The least

Table 6

Obstacles to the Development of More Dynamic Training

18. TO WHAT EXTENT IS EACH OF THE FOLLOWING A REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS:	Average by Grade					Average by Arm		
	05 3, Bn	CO	04, 05 3	01-03	E7-E9	IN	AR	ADA FA
a. Insufficient priority set by higher HQ....	2.1	2.2	2.4	2.4	2.4	2.3	2.4	2.6 2.3
b. Inability to change because of the rigidly prescribed Army training system.....	3.0	2.8	2.8	2.8	2.8	2.8	2.8	3.1 2.9
c. Lack of interest in change by immediate seniors.....	2.1	2.0	2.1	2.1	2.1	2.1	2.0	2.3 2.1
d. Lack of interest in change by sub- ordinates.....	1.9	1.9	2.0	2.0	2.0	2.0	2.0	2.0 2.0
e. Personnel turbulence.....	2.4	2.6	2.2	2.2	2.2	2.3	2.3	2.6 2.3
f. Lack of adequate budget.....	2.4	2.9	2.8	2.8	2.8	2.8	2.8	3.0 2.6
g. Lack of knowledge about exactly what changes to make.....	2.2	2.2	2.2	2.2	2.4	2.3	2.3	2.2 2.2
h. Inadequate manning levels.....	1.7	1.8	1.9	1.9	2.2	1.9	2.0	2.3 1.8
i. Lack of imagination among junior personnel.....	2.8	2.6	2.3	2.3	2.4	2.5	2.4	2.5 2.4
j. Inadequate motivation among junior personnel.....	2.6	2.6	2.4	2.4	2.7	2.6	2.5	2.3 2.5
k. Inadequate qualification of junior personnel.....	2.6	2.5	2.3	2.3	2.5	2.5	2.4	2.0 2.4

Response Scale

Not a Factor	A Minor Cause	A Serious Cause	A Major Cause
1	2	3	4

Table 6 (cont'd)

Obstacles to the Development of More Dynamic Training

19. WHICH OF THE FOLLOWING IS THE SINGLE MOST SERIOUS REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS:	Percents			
	IN	AR	ADA	FA
a. Insufficient priority set by higher HQ..	7	9	5	6
b. Inability to change because of the rigidly prescribed Army training system.....	34	41	53	37
c. Lack of interest in change by immediate seniors	4	4	0	4
d. Lack of interest in change by subordinates	2	2	0	4
e. Personnel turbulence.....	6	5	16	8
f. Lack of adequate budget	15	14	10	10
g. Lack of knowledge about exactly what changes to make	8	6	0	5
h. Inadequate manning levels.....	1	3	5	2
i. Lack of imagination among junior personnel	6	5	0	3
j. Inadequate motivation among junior personnel	14	6	10	18
k. Inadequate qualification of junior personnel	4	5	0	2

significant factor, overall, was inadequate manning levels, again as might have been expected. The cross check provided by Item 19 confirms the findings from Item 18, showing that the rigidity of the Army training system, and lack of budget were the first and second most serious factors. Interestingly, the third most important factor, of nearly equal importance to budget, was inadequate motivation among junior personnel. This had not been found to be serious among active duty respondents, and similarly, personnel turbulence was not found to be important in the present sample, though it had been among active duty respondents.

To some extent, the responses shown in Table 7 should also serve as a cross check on responses shown in the preceding Table. However, while there was a tendency in this direction, it is not as substantial as was the same tendency in the data from active duty respondents. The first two factors of Item 27 were rated as more serious limitations than the last two, but the differences were not substantial. In comparison with responses from the previous sample of active duty units, present respondents were actually .1 of a scale point lower in their rating of the seriousness of the first factor, that inspectors from higher levels of command will note deviation from their training guidance and react negatively. This is a puzzling finding, considering the strong emphasis on the rigidity of the Army training system that appeared in response to Item 18 (Table 6). To add to the confusion, senior officers were the ones who reacted most strongly to the rigidity of the Army training system (Table 6), but company grade officers responded more strongly to the factor of inspectors from higher levels of command (Table 7).

Table 7

Factors Reducing Innovation

27. TO WHAT EXTENT DOES EACH OF THE FOLLOWING REDUCE INNOVATION IN ARMY SMALL UNIT TRAINING:	Averages by Arms			
	IN	AR	ADA	FA
a. Inspectors from higher levels of command will note deviation from their training guidance and react negatively....	2.7	2.6	2.8	2.6
b. So much subject matter must be presented in a limited amount of time that it is not possible to accomplish anything different from that which is prescribed...	2.7	2.8	3.3	2.6
c. Many NCO's and Junior Officers who present training are unused to thinking for themselves and thus they do not develop any innovative techniques on their own.....	2.6	2.5	2.6	2.7
d. Many trainers and commanders are unaware that they are authorized to take new approaches and use "way out" techniques in training.....	2.6	2.4	2.6	2.5

Response Scale

A Major Limitation	A Serious Limitation	A Minor Limitation	Not a Factor
4	3	2	1

32. WHAT IMPACT DO SAFETY RESTRICTIONS
HAVE ON A UNIT'S ABILITY TO CON-
DUCT DYNAMIC TRAINING:

	Response Scale	IN	AR	ADA	FA
a. None at all.....	3				
b. Some hinderance to training...	2	2.1	2.4	2.5	2.3
c. Great hinderance to training...	1				

While these findings seem conflicting, there are some clues that lead to a possible explanation. First, there is a substantial degree of pressure in many Reserve and National Guard units, which is applied mainly to the area of training, and which is focused on the annual period of active duty during which each unit is rated. In part, the findings discussed above may reflect reactions to this focused pressure. In active duty units, there at least are other pressures which take the focus off training.

However, other factors in the present data must be accounted for in addition to the possibility of narrowly focused training pressures. While there were no significant differences across rank levels in Table 6 on "Lack of interest in change" by either seniors or subordinates, the more senior grades were more sharply critical of junior personnel insofar as motivation and imagination were concerned. In turn, the company grade officers were critical of budgetary limitations and the amount of subject material that had to be presented in a limited amount of time (Item 27b, Table 7). Taken together, these results suggest that there may be a fundamental difference in orientation between the senior grades and the junior grades in Reserve and National Guard units, which in this case is reflected as a disagreement on the amount of work to be done, and so on. This suggests that the company grade officers in the present sample might have qualitatively different motives and objectives than do their field grade seniors, whereas the same kind of differences do not exist in active duty units. (One explanation is that the field grade officers in Reserve and National Guard units participate because they receive intrinsic satisfactions from this form of service, while the company grade officers do not, at least to the same degree.

This would be especially true in the case of Reserve officers fulfilling their military service obligation by reserve duty, or junior level personnel fulfilling their military commitment exclusively through service in the National Guard.)

Table 8 provides further data that bear to some extent on this conclusion. Examination of these data in Table 8 suggests that some problems are regarded as more serious than others by the present respondents. Overall, the most serious problems are identified as a shortage of qualified NCOs and discipline. The next most serious is training time, that too many non-tactical requirements are imposed on the unit. Least serious problem areas are 2 and 7, which are actually pertinent mainly to regular units.

However, the most interesting findings from Table 8 concern the across-grade differences in average response in Items 1, 9, 11, and 12, all of which point to differences in level of understanding and perhaps motivation between the field grade officers and senior NCOs, and the company grade officers. This tends to support the conclusion discussed above. Similarly, and also supporting this conclusion, is the tendency for the lower ranking commissioned officers to cite the number of tactical requirements imposed on the unit as being a more severe problem than do the NCOs and more senior officers.

While these findings indicate the relative order of problem areas experienced by the present respondents, it should be noted that the overall seriousness of the problems, as indicated by the general magnitude of the ratings of these areas, was not as great as was the case with active duty units. With only two exceptions, the average level of seriousness of these problems is much lower than reported by active duty units. The

Table 8
Ratings of Problem Areas

	IN	AR	ADA	FA
1. Lack of motivated junior officers willing to adequately perform their duties.	2.5	2.2	2.1	2.2
2. Taking a trained rifleman (MOS11b) just out of Vietnam, with an average of 6 months retainability, and re-training him in a different MOS so that he can go through required unit qualification program.	1.7	1.7	2.2	1.6
3. Training time. Too many nontactical requirements imposed on the unit.	2.7	2.8	3.2	2.7
4. Shortage of qualified NCOs. Have excess E-5 personnel but only a few are E-6 and above. E-5 and E-6 types have knowledge and experience that E-3 or E-4's had a few years ago.	2.8	2.5	2.3	2.8
5. Lack of experienced administrative personnel in the hard skill areas capable of keeping abreast of the daily administrative requirements.	2.2	2.1	2.0	2.1
6. Complete turnover of personnel every 7 or 8 months and the impact on training.	2.2	2.1	2.4	2.2
7. "Short-timer" attitude of Viet Nam returnees.	1.7	1.7	2.7	1.5
8. Discipline. The need for stronger discipline in the new changing Army.	2.9	2.8	3.1	2.7
9. The officers and NCOs are called to perform duties well beyond the normal experience level--for example --line companies commanded by lieutenants with less than 2 years service.	2.0	1.8	2.6	2.0

Table 8 (cont'd)
Ratings of Problem Areas

	IN	AR	ADA	FA
10. The training load made difficult by changing priorities of higher headquarters.	2.4	2.4	2.7	2.3
11. Learning how to adjust to a permissive society of free-thinking young lieutenants.	2.2	2.0	2.5	2.0
12. A morale problem caused by the fact that our draftee soldiers are serving in an unpopular war and that they are well aware of it.	2.4	2.3	2.6	2.3
13. Insuring day-to-day training is conducted.	2.1	2.2	2.6	2.1

RESPONSE SCALE

Problem Area is:	Grave	Major	Minor	No Problem
	4	3	2	1

two exceptions are 1. "Lack of motivated junior officers willing to adequately perform their duties." and 11. "Learning how to adjust to a permissive society of free-thinking young lieutenants." Item 12, dealing with morale problems, was rated about equally as high by the present sample as the previous one. In all the other areas, though, ratings ranged from lower to very considerably lower. Most ranged no more than half a scale point between "Minor Problem Area," and "Major Problem Area." In contrast, ratings of these problem areas not infrequently were higher than "Major Problem Area" for regular duty units.

Data on personnel strength needed for dynamic training are shown in Table 9. Examination of these average responses shows that present respondents considered the need for NCO's/Officers to be higher than that for enlisted personnel, in order for dynamic training to be achieved, at all three organizational levels asked about. Average percentages for enlisted ran about 80%, and for NCO's/Officers about 86%. There was also a tendency for Armor respondents to want higher percentages of personnel in order to be able to achieve dynamic training than was the case with either Infantry or Field Artillery. Further, virtually all of the responses from the present sample were higher than those for the active duty sample. Overall averages for these respondents had run in the general neighborhood of 77% for enlisted and 73-75% (depending on organizational level) for NCO's/Officers, which were substantially lower than the estimates obtained from the present sample.

Table 9

Estimated Strengths Needed for Dynamic Training

	RANK	ENLISTED					NCO'S/OFFICERS				
		IN	AR	ADA	FA	OVERALL	IN	AR	ADA	FA	OVERALL
28. WHAT DO YOU CONSIDER TO BE A MINIMUM PLATOON "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC PLT. TRAINING? (Please answer in terms of TOE strength, not assigned strength.)	05*	79	84	95	78	80	85	92	95	86	87
	04-05**	79	82	80	81	80	90	90	96	86	89
	01-03	79	83	83	81	81	85	89	89	82	86
	E7-E9	81	84	80	80	81	86	89	81	79	85
29. WHAT DO YOU CONSIDER TO BE A MINIMUM COMPANY "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC CO. TRAINING? (Please answer in terms of TOE strength, not assigned strength.)	05*	78	80	95	80	79	85	89	95	87	86
	04-05**	79	82	78	81	80	87	89	96	86	87
	01-03	80	83	84	84	82	84	86	89	85	85
	E7-E9	80	84	80	81	81	85	90	82	83	86
30. WHAT DO YOU CONSIDER TO BE A MINIMUM BATTALION "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC BN. TRAINING? (Please answer in terms of TOE strength, not assigned strength.)	05*	80	79	90	79	80	86	87	95	87	86
	04-05**	79	80	78	78	80	86	86	96	84	86
	01-03	79	80	86	85	81	83	86	87	87	85
	E7-E9	81	82	81	81	81	86	88	85	84	86

*05 with more than 3 years in grade and/or Battalion Command experience.

**05 with less than 3 years in grade.

As was the case with the active duty sample, present respondents were also asked about the relative importance of various mission/problem areas, and time demands posed by them, both including and additional to operational missions. These responses are shown in Table 9a. As has been the case with other questions, the responses by Arms were relatively similar.¹ The data in Table 9a were examined from three points of view: First, the extent to which meaningful differences occurred across rank levels and Arms; second, the relative importance attached to these areas in respect to one another; and, third, the relationship between overall ratings of importance among these areas as given by the present sample in comparison with the active duty sample.

The differences that existed across Arms and across ranks were, in general, low in significance or not significant at all. The most meaningful variations across rank levels occurred in response to the third general question, as to how demanding these problems were of the respondent's own time. The senior noncommissioned officers yielded a significantly higher response to this question in relation to the commissioned respondents. On the community relations item, the senior field grade officers were high, while company grade officers were relatively low. A similar pattern was observed as to the time demands posed by the problem area of race relations. Field grade officers also reported that small unit training poses greater time demands than did the other respondents.

¹It should be noted that, in comparison with the regular sample, larger numerical differences are required in the present sample to reach statistical significance because the number of respondents is smaller, and the stability of the average response is therefore correspondingly lower.

Table 9a

Relative Priorities of Mission/Problem Areas and Time Demands Posed

	Importance Attached by Seniors				Importance Attached by Self				How Demanding of Own Time by Arm				How Demanding of Own Time by Grade			
	IN	AR	ADA	FA	IN	AR	ADA	FA	IN	AR	ADA	FA	OS	04-05	01-03	E7-E9
1. Drug Abuse Control	2.2	2.1	2.2	2.2	2.4	2.3	2.8	2.4	1.6	1.5	2.1	1.6	1.5	1.4	1.5	1.9
2. Community Relations	3.3	3.1	3.1	3.3	3.6	3.4	4.0	3.5	2.6	2.8	3.0	2.7	3.0	2.6	2.5	2.8
3. Race Relations	2.6	2.4	2.3	2.4	2.7	2.2	2.9	2.4	1.9	1.7	2.0	1.9	2.1	1.7	1.7	2.0
4. Small Unit Training	4.0	4.2	3.5	4.1	4.5	4.6	4.3	4.5	4.2	4.1	4.0	4.1	4.4	4.4	4.2	3.8
5. Command Inspections	3.6	3.5	3.9	3.6	3.2	3.2	3.4	3.0	3.2	3.2	3.3	3.3	3.2	3.2	3.3	3.2
6. Operational Missions	3.7	3.7	3.8	4.1	4.1	4.0	4.5	4.3	3.6	3.4	3.9	4.0	3.6	3.7	3.7	3.6
7. Vehicular Maintenance	3.8	4.0	3.9	3.9	4.0	4.2	4.1	4.1	3.1	3.5	3.9	3.6	3.7	3.2	3.3	3.2
8. Administration	3.8	3.8	3.9	3.8	3.6	3.5	3.8	3.6	3.5	3.6	4.3	3.7	3.6	3.5	3.6	3.7

Response Scale: Most Demanding/Important ⁵ Above Average ⁴ Average ³ Below Average ² Least Demanding/Important ¹

Variation across Arms with regard to these problem areas also generally was nonsignificant. Infantry respondents did report attaching significantly greater importance to the race relations area than did Armor and Field Artillery respondents, though they did not report it as being significantly more demanding of their time. Time requirements posed by operational missions were significantly different across Arms, with Field Artillery high and Armor low. As might have been expected, vehicular maintenance time demands were high for both Field Artillery and Armor, in comparison with Infantry.

Analysis of ratings across areas, i.e., in comparison with one another, indicates a generally high correlation between importance ratings and time demands. For Reserve and National Guard Units, small unit training was the most important and the most time demanding. This was followed by operational missions. While vehicular maintenance was given high importance ratings, time demands were less than for administration.

In comparison with the active duty sample, operational missions stood somewhat lower in importance, as might have been expected. To some extent, race relations also did, though community relations stood higher. Otherwise, the relative position of each of these areas corresponded at least roughly to relative positions found in the analysis of data from active duty units.

Table 10 shows data from the present sample on communication of training suggestions between grades. These findings suggest that training suggestions are communicated downward more frequently than upward, though this difference exists mainly for the senior field grade officers. Further, it appears

Table 10
Communication of Training "Suggestions" Between Grades

	ARM			GRADE				
	IN	AR	ADA	FA	05	04-5	01-3	E7-9
13. DO YOU MAKE SUGGESTIONS TO YOUR SENIORS ON HOW SMALL UNIT TRAINING COULD BE IMPROVED: (Circle only one) 3. Never 2. Occasionally 1. Frequently	1.4	1.4	1.4	1.5	1.5	1.2	1.4	1.6
14. THESE SUGGESTIONS ARE GENERALLY: a. (5) Accepted and implemented into training b. (4) Seemingly accepted but rarely implemented c. (3) Seemingly rejected but are sometimes implemented later d. (2) Rejected and never implemented e. (1) Did not make suggestions	4.4	4.5	4.3	4.3	4.3	4.6	4.4	4.2
15. DO YOU MAKE SUGGESTIONS TO YOUR SUBORDINATES ON HOW SMALL UNIT TRAINING COULD BE IMPROVED: (Circle only one) 3. Never 2. Occasionally 1. Frequently	1.3	1.3	1.2	1.3	1.1	1.1	1.2	1.6
16. THESE SUGGESTIONS ARE GENERALLY: a. (5) Improved upon by imaginative subordinates b. (4) Carried out as you would have wanted c. (3) Carried out, but in an unimaginative fashion	3.6	3.9	3.7	3.6	3.7	3.5	3.8	3.6

that there is a reasonable level of satisfaction with acceptance and implementation of these suggestions, regardless of the direction of their flow in the chain of command. (The overall average responses to Item 14, dealing with disposition of suggestions to seniors, were considerably more favorable than reactions to disposition of suggestions to subordinates. However, the same direction of difference was found in the active duty respondents, and analysis of the response alternatives for Questions 14 and 16 suggests that in all probability the numbers shown as average responses may reflect a reasonably equivalent level of acceptance. That is, the most favorable alternative for 16 appears to be considerably more favorable as a response than the most favorable one in 14. This would have acted to suppress the numerical average of responses to Item 16.)

As the parenthetical discussion would indicate, comparisons between present responses and those from active duty respondents were quite similar, except for field grade responses to Item 15, dealing with suggestions to subordinates on how small unit training could be improved. The conclusion here is that Reserve and National Guard respondents in the field grade may exercise a considerably more active role in the supervision of training than is the case in regular units. This, of course, confirms previous observations.

Table 11 shows responses to two questions dealing with the respondents' evaluations of their own competencies. Examination of this Table indicates that present respondents in the senior grades are more confident of their abilities in all these areas than are respondents at more junior grade levels,

Table 11

Evaluation of Own Competencies

Grade
05 04-5 01-3 E7-9

17. TO WHAT EXTENT IS EACH OF THE FOLLOWING AN OBSTACLE TO YOUR DEVELOPING INNOVATIVE AND DYNAMIC SMALL UNIT TRAINING (Circle one response for each of the following)

- a. Lack of training in small unit training techniques 2.1 2.2 2.3 2.2
- b. Lack of expertise about specific subject matter (e.g., Weapons, Land Navigation) 2.0 2.1 2.2 2.3
- c. Lack of knowledge about what standards of performance to expect in small unit training 1.9 2.0 2.1 2.2
- d. Lack of familiarity with the techniques of field training in general, including the use of field expedients 2.1 2.0 2.1 2.1

RESPONSE SCALE

	4. Major Obstacle	3. Serious Obstacle	2. Minor Obstacle	1. No Problem	
					Grade
					05 04-5 01-3 E7-9 IN AR ADA FA

25. HOW DO YOU VIEW THE CONDUCT OF SMALL UNIT TRAINING OUTSIDE OF AN ESTABLISHED SCHOOL/CENTER USING FEW ASSISTANTS AND LIMITED FACILITIES AND RESOURCES:

- a. (4) Impossible to conduct adequate training in such a context
- b. (3) Adequate training can be conducted only with very great difficulty
- c. (2) Adequate training can be conducted with minor difficulty
- d. (1) No problems. Training qualitatively comparable to that given in a school/center can be conducted with no difficulty, if the commander has initiative and resourcefulness

Table 11 (con't)

Evaluation of Own Competencies

		Grade			
		05	04-5	01-3	E7-9
11.	IN GENERAL, THE INSTRUCTION I HAVE RECEIVED ON HOW TO TRAIN SMALL UNITS GAVE ME:	(Circle only one)			
	a. Completely adequate information for the training of small units				4
	b. Some useful information but not completely adequate				3
	c. Very little useful information				2
	d. No useful information				1
		3.2	3.1	3.1	3.2

and, where differences exist across Arms, Infantry respondents generally express less confidence, i.e., evaluate the four entries for Question 17 as more serious. However, average responses, overall, yielded approximate ratings for each of these at the scale point described "minor obstacle." A similar finding emerges from responses to Question 25. Again, the more senior grades viewed the conduct of small unit training outside of established schools/centers as being less a problem than the more junior grades. Overall responses did not differ across Arms, and did not differ appreciably from responses obtained from the active duty sample. This was also the observation regarding responses to Item 11, also in Table 11.

Ways of Improving Small Unit Training

Table 12 shows responses from the present sample to Questions 21-23, concerning the effect of the commander's presence during the planning and conduct of small unit training. In general, differences between Arms and between grades were not significant. Further, the overall levels of response for Reserve and National Guard respondents were on the same order of magnitude as responses for the previous active duty respondents, except for Question 23. As was the case with active duty respondents, respondents in the present sample indicated they were more free to be present when such training was being planned than when it was being conducted. However, in comparison with active duty respondents, they indicated a greater freedom to be present during the planning than active duty respondents did.

Table 12

The Commander's Participation in Small Unit Training

	05	04-05	01-3	E7-9	IN	AR	ADA
20. TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING CONDUCTED:							
a. Very significantly	5						
b. To a major degree	4						
c. To a moderate degree	3						
d. To a minor degree	2						
e. Not at all	1						
	4.4	4.2	4.1	4.3	4.2	4.2	4.4
21. HOW FREE ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS TO BE CONDUCTED IN YOUR UNIT:							
a. Nothing prohibits me from doing	4						
b. There are occasional times when I cannot do so	3						
c. There are many times when other responsibilities prohibit me from doing so	2						
d. Most of the time, other responsibilities prohibit me from doing so	1						
	2.8	2.9	2.8	2.6	2.8	2.8	2.6
22. TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING PLANNED:							
a. Very significantly	5						
b. To a major degree	4						
c. To a moderate degree	3						
d. To a minor degree	2						
e. Not at all	1						
	4.3	4.2	4.2	4.2	4.3	4.3	4.3

Table 12 (cont'd)

The Commander's Participation in Small Unit Training

	05	04-05	01-3	E7-9	IN	AR	ADA	FA
23. HOW FREE ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS BEING PLANNED IN YOUR UNIT:								
a. Nothing prohibits me from doing so	4							
b. There are occasional times when I cannot do so	3							
c. There are many times when other responsibilities prohibit me from doing so.	2							
d. Most of the time, other responsibilities prohibit me from doing so.	1							

Table 13 shows responses of the present sample to questions concerning the CSA directive on decentralization of training management responsibility. As had been the case with the active duty sample, awareness of this directive varied quite significantly across grade levels. Variation across Arms also was quite significant, with Field Artillery respondents showing greater awareness, and Armor respondents least awareness. Levels of awareness in the commissioned grades seemed to differ not too much from that found with active duty respondents, though awareness at the NCO level was lower. When asked to estimate the effect of this directive on the training of their units, respondents at different grade levels in the present sample, generally agreed that the effect was about two-tenths of a scale position below "some effect," an average response which was substantially lower than was obtained from active duty respondents, who estimated the effect to be about two-tenths of a scale point higher than "some effect." In their estimates of the effect this directive will have on training, however, present respondents did not differ substantially in their overall responses from the active duty respondents surveyed earlier. In both cases, the average response was quite close to the scale position, "should help significantly but it will take time for the system to adjust (improvement after three months)."

Awareness of the concept of "adventure training" was substantially lower among Reserve and National Guard respondents than was the case with active duty respondents. Table 14 shows that only about one-fifth to one-third of the respondents were aware of the concept. Further, there was significant variation across Arms in level of awareness, with Field Artillery and Armor

Table 13

The Decentralization Directive

On 30 June 1971, the Chief of Staff of the Army directed that all detailed training management be decentralized to battalion and lower level, that mandatory subjects prescribed by higher headquarters be eliminated, and that training guidance be provided to battalions by mission-type instructions rather than detailed directives. Also, that individual training records will no longer be required.

GRADE	ARM			
	0-5	04-5	01-3	E7-9
	96	94	78	64
	81	72	71	89
	IN	AR	ADA	FA

33. HAD YOU HEARD OF THIS DIRECTIVE BEFORE RECEIVING THE PRESENT SURVEY? (If your answer to Question 33 is "Yes" answer Question 34; if "No," go on to Question 35.)

34. WHAT EFFECT HAS THIS DIRECTIVE HAD ON THE TRAINING OF YOUR UNIT?

- a. (3) A significant effect
- b. (2) Some effect
- c. (1) No effect at all

1.7 1.8 1.8 1.8 1.8 1.9 1.6 1.8

35. BASED ON YOUR EXPERIENCE, DO YOU THINK THAT THIS DIRECTIVE WILL LEAD TO MORE "DYNAMIC TRAINING" IN YOUR UNIT?

(Circle response that comes closest to your evaluation)

- a. (4) Should have favorable impact immediately (within 3 months)
- b. (3) Should help significantly but it will take time for the system to adjust (improvement after 3 months)
- c. (2) I do not believe decentralization will necessarily lead to dynamic training but it might help a little
- d. (1) Decentralizing responsibility won't help at all

3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.1

Table 14

ADVENTURE TRAINING

	OS	04-5	01-3	E7-9	IN	AR	ADA	FA
37. SOME UNITS IN THE ARMY CONDUCT SMALL UNIT TRAINING THAT IS CALLED "ADVENTURE TRAINING," ARE YOU FAMILIAR WITH THIS TYPE OF TRAINING?	31	32	29	20	36	24	10	15
38. WHAT IS YOUR OPINION OF "ADVENTURE TRAINING" AS A MEANS OF TRAINING FOR <u>YOUR</u> UNIT? *								
a. Excellent								
b. Good	3.2	2.7	3.2	3.2	2.1	2.8	1.0	3.2
c. Poor								
d. My unit is not equipped to conduct such training								
39. RECENTLY A SPECIAL FORCES TEAM RE-ENACTED THE LEWIS AND CLARK EXPEDITION BY MARCHING AND BOATING ACROSS THE WESTERN PORTION OF THE UNITED STATES. DO YOU THINK YOUR UNIT WOULD BE INTERESTED IN THIS TYPE OF TRAINING PROJECT?	57	62	74	63	71	61	67	58
40. DO YOU THINK YOUR UNIT IS CAPABLE OF CONDUCTING SUCH AN EXPEDITION?								
a. No, because of lack of training and equipment for this type of operation								
b. Perhaps, if provided special training and equipment	2.1	2.0	2.0	2.1	2.0	2.0	2.1	2.1
c. Yes								

* Survey instructions were to the effect that Item 38 was answered only by respondents who had answered "Yes" to Item 37.

substantially lower than Infantry. Further, among those who were aware of the concept, the evaluation of adventure training as a means of training for their own units tended to be slightly lower than was the case with active duty personnel in the earlier survey. This was true not only in responses to Item 38, but also to Item 39.

SUMMARY AND CONCLUSIONS

In general, findings from the analysis of the survey results from Reserve and National Guard respondents were quite similar to those found from active duty respondents, except in some areas where differences were predictable by virtue of differences in the training context within which Reserve and National Guard units operate. Some inferences can be drawn, though they cannot be proved, from survey responses in regard to these differences.

First, it appears that senior officers in Reserve and National Guard units are more active in supervising training, issue more oral guidance, and may also be responsible for providing, or having provided, greater written material resources than is true in active duty units. Whether this is cause or effect is not known, but it seems to be associated with a tendency for company grade officers to be less active, and perhaps less motivated and innovative, in the training manager role.

A suggestion made earlier in the survey is that these differences might well result from the fact that senior Reserve and National Guard officers are probably "career" incumbents, i.e., participate in Reserve and National Guard

organizations because they find intrinsic value in doing so. It was suggested, in contrast, that many junior officers probably are not participating for this reason, which would make for a basic motivation difference between the two groups. A further problem is that junior officers, and the younger enlisted men as well, probably are more tightly anchored to their own age group values in their civilian communities, by virtue of the fact that they participate in these groups the majority of their time, which is not so for their active duty contemporaries.

If these speculations are correct, it appears that the need for Reserve and National Guard units, in addition to needs identified for units in the Regular Army, is training for commanders in techniques that will increase the involvement and motivation of their juniors in the training process.

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A P P E N D I X

to

REPORT OF RESERVE AND NATIONAL GUARD DATA
(SUPPLEMENT TO CONSULTING REPORT, ANALYSIS OF TRAINING MANAGEMENT SURVEY)

28 October 1971

NOTE: Page 16 has been deleted.

TRAINING MANAGEMENT SURVEY

SUBJECT: Training of Small Units

1. DID YOUR BATTALION PROVIDE:
 - a. Only oral guidance for each of the following
 - b. Written Unit Training Programs
 - c. Written Training Schedules
 - d. Written Training Calendar
 - e. Written Training Reports
 - f. Written Army Training Tests (ATT)
 - g. Written Battalion Training Circular
 - h. Written Training Records
 - i. Written Policy File
 - j. Written Operational Readiness Test
 - k. Written School/Center Training Literature

	NEVER 1	SOMETIMES 2	USUALLY 3	ALWAYS 4	OTHER
06-08					
05-03, Bn CO					
04, 05-03					
E7-E9					

	IN	AR	ADA	FA
1.7	1.7	1.7	1.9	1.8
3.7	3.6	3.7	3.7	3.7
3.7	3.6	4.0	3.3	3.3
3.4	3.4	3.1	3.3	3.0
3.0	3.0	3.0	3.2	3.2
3.3	3.6	3.4	3.5	3.5
3.4	3.3	3.5	3.4	3.4
3.2	3.3	3.5	3.2	3.2
2.3	2.7	3.0	2.2	2.2
2.6	3.0	3.1	3.0	3.0

2. IN ADDITION TO WRITTEN TRAINING GUIDANCE, TO WHAT EXTENT DID YOU RECEIVE ADDITIONAL ORAL GUIDANCE DIRECTLY FROM EACH OF THE FOLLOWING:

- (Circle one response for each of the following)
- a. Division CG
- b. ADC
- c. Division Staff Officers
- d. Brigade CO
- e. Brigade XO
- f. Brigade Staff Officers
- g. Battalion CO
- h. Battalion XO
- i. Battalion S3
- j. Battalion S1, S2, or S4
- k. Company Commander

	NEVER 1	SOMETIMES 2	USUALLY 3	ALWAYS 4
1.9	1.7	1.4	1.5	1.6
1.7	1.7	1.3	1.5	1.5
2.0	1.9	1.5	1.6	1.6
2.8	2.5	1.9	1.8	1.9
2.1	2.3	1.7	1.7	1.7
2.7	2.7	2.0	2.1	2.0
2.8	3.3	3.0	3.1	3.0
2.7	2.9	2.7	2.7	3.0
3.2	3.3	3.3	3.4	3.3
2.7	2.7	2.7	2.7	2.8
3.0	2.8	3.2	3.2	3.2

3. TO WHAT EXTENT DID YOU HAVE ACCESS TO RELEVANT:

- (Circle one response for each of the following)
- a. Army Training Programs (ATP)
- b. Army Subject Schedules
- c. Field Manuals (FM)
- d. Technical Manuals (TM)
- e. Army Regulations

	NEVER 1	SOMETIMES 2	USUALLY 3	ALWAYS 4
3.9	3.9	3.8	3.7	3.8
3.9	3.9	3.9	3.8	3.8
3.9	3.9	3.8	3.7	3.8
3.8	3.7	3.8	3.8	3.8
3.9	3.8	3.8	3.9	3.9

CENTRAL TRAINING AREA

90	92	79	77	85	86	71	78
70	76	59	66	67	68	54	62
87	86	68	76	73	85	71	74
35	43	32	44	40	33	60	29
91	97	77	81	83	91	80	82

5. (Continued)
- a. Weapons Ranges.....
 - b. Areas for Individual Training.....
 - c. Areas for Small Unit Training.....
 - d. Classrooms.....
 - e. General Field Training Areas.....

7. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOWING TRAINING AIDS WAS AVAILABLE TO YOU IN CONDUCTING SMALL UNIT TRAINING:											
(Circle one response for each of the following)											
a. Actual Equipment.....											
b. Models.....											
c. Mockups.....											
d. Graphic Materials.....											
e. Displays.....											
f. Chalkboards.....											
g. Films.....											
h. Sand Tables.....											
i. Specially trained demonstrators.....											
j. Training Demonstrations.....											
k. Aggressors and Aggressor Materials.....											
l. Prisoner of War Interrogation Personnel.....											
06-08	05-3, Bn CO	04, 05-3	01-03	E7-E9	1	2	3	4	CONUS	EUROPE	OTHER
	3.4	3.2	3.0	3.2	3.1	2.2	3.5	3.3			
	3.2	2.3	2.2	2.2	2.2	2.2	2.3	2.2			
	2.1	2.3	2.0	2.2	2.1	2.1	2.0	2.2			
	3.0	3.0	2.7	2.8	2.8	2.8	3.1	2.8			
	2.4	2.4	2.1	2.4	2.3	2.3	2.3	2.3			
	3.8	3.8	3.8	3.8	3.8	3.8	4.0	3.8			
	3.5	3.5	3.5	3.6	3.5	3.6	3.5	3.5			
	2.7	2.7	2.6	2.6	2.8	3.1	1.7	1.8			
	2.0	2.0	1.8	1.9	1.8	1.8	1.8	1.9			
	2.2	2.1	2.1	2.2	2.2	2.0	2.2	2.1			
	2.7	2.8	2.6	2.7	2.8	2.5	2.2	2.5			
	1.5	1.6	1.5	1.6	1.6	1.5	1.6	1.6			

7. PLEASE INDICATE HOW OFTEN EACH OF THE FOLLOWING TRAINING AIDS WAS AVAILABLE TO YOU IN CONDUCTING SMALL UNIT TRAINING:

- (Circle one response for each of the following)
- a. Actual Equipment.....
 - b. Models.....
 - c. Mockups.....
 - d. Graphic Materials.....
 - e. Displays.....
 - f. Chalkboards.....
 - g. Films.....
 - h. Sand Tables.....
 - i. Specially trained demonstrators.....
 - j. Training Demonstrations.....
 - k. Aggressors and Aggressor Materials.....
 - l. Prisoner of War Interrogation Personnel.....

NOTE: Question No. 6 indicates percentage responding "Yes".

8. FOR EACH OF THE TRAINING AIDS YOU INDICATED WERE AVAILABLE AT LEAST SOMETIMES, PLEASE INDICATE FROM WHAT SOURCE OR SOURCES THEY WERE OBTAINED:
(Circle appropriate responses for each column)

	06-08	05-03	04-05	01-03	OWN RESOURCES	IN	AR	ADA	NA
a. Actual Equipment.....	100	49	60	15	93	96	96	87	98
b. Models.....	49	57	57	60	53	54	75	75	87
c. Mockups.....	47	87	87	48	48	46	43	43	46
d. Graphic Materials.....	68	89	89	72	80	76	67	67	70
e. Displays.....	96	97	97	95	91	94	75	75	96
f. Chalkboards.....	27	35	35	21	28	28	20	20	24
g. Films.....	80	78	78	66	61	74	57	57	80
h. Sand Tables.....	58	65	65	58	68	66	50	50	52
i. Specially Trained Demonstrators.....	79	77	77	68	79	78	78	78	89
j. Training Demonstrations.....	70	75	75	69	73	76	62	62	63
k. Aggressors and Aggressor Materials.....	18	28	28	32	28	28	43	43	29
l. Prisoner of War Interrogation Personnel.....									

HIGHER HEADQUARTERS

a. Actual Equipment.....	62	52	52	67	77	10	75	75	70
b. Models.....	63	51	51	60	74	63	73	73	58
c. Mockups.....	26	67	67	50	62	55	44	44	52
d. Graphic Materials.....	60	60	60	52	68	60	60	60	67
e. Displays.....	33	49	49	39	51	52	25	25	53
f. Chalkboards.....	22	36	36	33	63	40	0	0	44
g. Films.....	22	27	27	37	63	35	29	29	31
h. Sand Tables.....	67	69	69	57	78	62	69	69	64
i. Specially Trained Demonstrators.....	60	68	68	61	82	70	73	73	55
j. Training Demonstrations.....	60	69	69	61	78	70	69	69	64
k. Aggressors and Aggressor Materials.....	72	68	68	66	57	57	73	73	55
l. Prisoner of War Interrogation Personnel.....	57	51	51	53	57	57	54	54	55

CENTRAL TRAINING AREA

a. Actual Equipment.....	64	67	67	48	58	57	33	33	46
b. Models.....	77	88	88	68	80	78	42	42	75
c. Mockups.....	80	87	87	68	78	79	56	56	79
d. Graphic Materials.....	86	88	88	71	82	82	82	82	85
e. Displays.....	79	74	74	60	75	70	83	83	85
f. Chalkboards.....	37	60	60	42	52	48	100	100	89
g. Films.....	94	92	92	86	90	90	100	100	89
h. Sand Tables.....	44	61	61	43	60	84	57	57	83
i. Specially Trained Demonstrators.....	58	59	59	32	57	53	62	62	83
j. Training Demonstrations.....	50	49	49	28	57	42	44	44	39
k. Aggressors and Aggressor Materials.....	82	72	72	47	66	42	57	57	39
l. Prisoner of War Interrogation Personnel.....	20	30	30	24	29	29	17	17	18

NOTE: Question No. 8 indicates percentage responding "Yes".

OTHER
EUROPE
CONUS

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OTHER
EURO
CONU

06- 94 93 70 78 79 74 89 90
08-
05-
04-
03-
02-
01-
00-
99 94 93 92 91 90 89 88

9. DID YOUR ORGANIZATION USE THE FOLLOWING METHODS
OF CONDUCTING SMALL UNIT TRAINING:
a. Command Post Exercises (CPX).....
If YES, then:

Conducted by.....
How often used.....

OWN RESOURCES
HIGHER HQ
YEARLY
EVERY 6 MONTHS
EVERY 3 MONTHS

70 80 65 75 69 84 70 70
96 94 94 99 95 95 93 98

b. Field Training Exercise (FTX).....
If YES, then:

Conducted by.....
How often used.....

OWN RESOURCES
HIGHER HQ
YEARLY
EVERY 6 MONTHS
EVERY 3 MONTHS

100 100 96 100 97 100 100 100
100 100 97 99 96 100 100 100

10. DID YOU RECEIVE INSTRUCTION ON HOW TO TRAIN
SMALL UNITS IN: (Circle one response for each)
a. NCO Schools.....
b. Pre-Commission Course.....
c. Commission Course (e.g., OCS, ROTC, USMA).....
d. Basic Course.....
e. Advanced Course.....

71 78 51 83 70 71 78 69
42 62 45 43 52 42 30 48
66 78 78 74 71 79 75 66
82 84 74 60 75 77 87 71
81 80 63 48 70 64 92 69

(If you circled "Yes" to any part of Question #10, answer Question #11. Otherwise go on to Question #12.)

11. IN GENERAL, THE INSTRUCTION I HAVE RECEIVED ON HOW TO TRAIN SMALL UNITS
GAVE ME:
a. Completely adequate information for the training of small units.....
b. Some useful information but not completely adequate.....
c. Very little useful information.....
d. No useful information.....
(If "No useful information" was circled, please write WHY you reached this conclusion on the lines below.)

323 / 3.1 32323 / 2.9 3.1

NOTE: Questions Nos. 9 & 10 indicate percentage responding "Yes".

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OTHER
EUROPE
CONUS

DISAGREE
STRONGLY
1

DISAGREE
SOMEWHAT
2

AGREE
SOMEWHAT
3

AGREE
STRONGLY
4

IN AB FA
25 26 19 25
35 34 34 39
38 38 39 38
35 36 38 35
1.4 1.4 1.4 1.5

FREQUENTLY
1

OCCASIONALLY
2

NEVER
3

FREQUENTLY
1

OCCASIONALLY
2

NEVER
3

1.3 1.3 1.2 1.3

1.1 1.1 1.2 1.6

3.6 3.9 3.7 3.6

3.7 3.5 3.8 3.6

12. I WOULD RECOMMEND THAT INSTRUCTION IN SMALL UNIT TRAINING GIVEN IN SERVICE SCHOOLS/CENTERS (Please indicate degree of agreement/disagreement with each of the following)

- Should remain about as it is.....
 - Should include more instruction on use of field expedients.....
 - Should have more practical work by students on conducting small unit training.....
 - Should offer more methods of instruction exactly like those used in units.....
13. DO YOU MAKE SUGGESTIONS TO YOUR SENIORS ON HOW SMALL UNIT TRAINING COULD BE IMPROVED:
(Circle only one).....

14. THESE SUGGESTIONS ARE GENERALLY:
- Accepted and implemented into training.....5
 - Seemingly accepted but rarely implemented.....4
 - Seemingly rejected but are sometimes implemented later.....4
 - Rejected and never implemented.....2
 - Did not make suggestions.....1

15. DO YOU MAKE SUGGESTIONS TO YOUR SUBORDINATES ON HOW SMALL UNIT TRAINING COULD BE IMPROVED:
(Circle only one).....

16. THESE SUGGESTIONS ARE GENERALLY:
- Improved upon by imaginative subordinates.....5
 - Carried out as you would have wanted.....4
 - Carried out, but in an unimaginative fashion.....3
 - Sometimes not carried out.....2
 - Did not make suggestions.....1

17. TO WHAT EXTENT IS EACH OF THE FOLLOWING AN OBSTACLE TO YOUR DEVELOPING INNOVATIVE AND DYNAMIC SMALL UNIT TRAINING:
(Circle one response for each of the following)
- a. Lack of training in small unit training techniques.....
 - b. Lack of expertise about specific subject matter (e.g., Weapons, Land Navigation).....
 - c. Lack of knowledge about what standards of performance to expect in small unit training.....
 - d. Lack of familiarity with the techniques of field training in general, including the use of field expedients.....

18. TO WHAT EXTENT IS EACH OF THE FOLLOWING A REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS:
(Circle one response for each of the following)
- a. Insufficient priority set by higher HQ..
 - b. Inability to change because of the rigidly prescribed Army training system.
 - c. Lack of interest in change by immediate seniors.....
 - d. Lack of interest in change by subordinates.....
 - e. Personnel turbulence.....
 - f. Lack of adequate budget.....
 - g. Lack of knowledge about exactly what changes to make.....
 - h. Inadequate manning levels.....
 - i. Lack of imagination among junior personnel.....
 - j. Inadequate motivation among junior personnel.....
 - k. Inadequate qualification of junior personnel.....

06-08												
05-03, Bn C		A MAJOR OBSTACLE 4		A SERIOUS OBSTACLE 3		A MINOR OBSTACLE 2		CONUS		EUROPE		OTHER
04, 05	01-03	E7-E9	IN	AR	ADA	FA						
2.1	2.2	2.3	2.2	2.2	2.2	2.2	2.2	2.2				
2.0	2.1	2.2	2.3	2.2	2.2	2.0	2.1					
1.9	2.0	2.1	2.2	2.2	2.0	1.7	1.9					
2.1	2.0	2.1	2.1	2.2	2.1	1.7	1.9					
05-03, Bn C		A MAJOR CAUSE 4		A SERIOUS CAUSE 3		A MINOR CAUSE 2		NOT A FACTOR 1				
2.1	2.2	2.4	2.4	2.3	2.4	2.6	2.3					
3.0	2.8	2.8	2.8	2.8	2.8	3.1	2.9					
2.1	2.0	2.1	2.1	2.1	2.0	2.3	2.1					
1.9	1.9	2.0	2.0	2.0	2.0	2.0	2.0					
2.4	2.6	2.2	2.2	2.3	2.3	2.6	2.3					
2.4	2.9	2.8	2.8	2.8	2.8	3.0	2.6					
2.2	2.2	2.2	2.4	2.3	2.3	2.2	2.2					
1.7	1.8	1.9	2.2	1.9	2.0	2.3	1.8					
2.8	2.6	2.3	2.4	2.5	2.4	2.5	2.9					
2.6	2.6	2.4	2.7	2.6	2.5	2.5	2.5					
2.6	2.5	2.3	2.5	2.5	2.4	2.0	2.4					

NOT A
FACTOR
1

A MINOR
CAUSE
2

A SERIOUS
CAUSE
3

A MAJOR
CAUSE
4

34, 05	31-03	E7-E9	IN	AR	ADA	FA
34, 05	8	9	7	9	5	6
34, 05	36	41	34	41	53	37
34, 05	4	3	4	4	0	4
34, 05	1	4	2	2	0	4
34, 05	5	7	6	5	16	8
34, 05	13	14	15	14	10	10
34, 05	7	11	8	6	0	5
34, 05	0	2	1	3	5	2
34, 05	9	2	6	3	5	3
34, 05	16	12	14	6	10	18
34, 05	3	2	4	5	0	2

06-08

19. WHICH OF THE FOLLOWING IS THE SINGLE MOST SERIOUS REASON WHY THERE IS NOT MORE DYNAMIC TRAINING FOR ARMY SMALL UNITS:

- Insufficient priority set by higher HQ.....
- Inability to change because of the rigidly prescribed Army training system.....
- Lack of interest in change by immediate seniors.....
- Lack of interest in change by subordinates.....
- Personnel turbulence.....
- Lack of adequate budget.....
- Lack of knowledge about exactly what changes to make.....
- Inadequate manning levels.....
- Lack of imagination among junior personnel.....
- Inadequate motivation among junior personnel.....
- Inadequate qualification of junior personnel.....

20. TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING CONDUCTED:

- Very significantly.....
- To a major degree.....
- To a moderate degree.....
- To a minor degree.....
- Not at all.....

21. HOW FREE ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS TO BE CONDUCTED IN YOUR UNIT:

- Nothing prohibits me from doing so.....
- There are occasional times when I cannot do so.....
- There are many times when other responsibilities prohibit me from doing so.....
- Most of the time, other responsibilities prohibit me from doing so.....

22. TO WHAT EXTENT CAN SMALL UNIT TRAINING BE IMPROVED BY HAVING THE COMMANDER (OR TRAINING SUPERVISOR) SHOW A GREAT DEAL OF ENERGY, ENTHUSIASM, AND LEADERSHIP WHEN SUCH TRAINING IS BEING PLANNED:

- Very significantly.....
- To a major degree.....
- To a moderate degree.....
- To a minor degree.....
- Not at all.....

94 42 41 43 42 42 44 42

28 29 28 26 28 28 26 28

43 42 42 42 43 43 43 42

06-08 05-03, Bn 04, 05 01-03 E7-E9 IN AR ADA FA CONUS EUROPE OTHER

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23. HOW FREE ARE YOU TO PROVIDE THIS LEADERSHIP, ENERGY, AND ENTHUSIASM WHEN SUCH TRAINING IS BEING PLANNED IN YOUR UNIT:
- a. Nothing prohibits me from doing so.....4
 - b. There are occasional times when I cannot do so.....3
 - c. There are many times when other responsibilities prohibit me from doing so.....2
 - d. Most of the time, other responsibilities prohibit me from doing so.....1
24. HAVE YOU EVER PERSONALLY HAD TO CONDUCT SMALL UNIT TRAINING OUTSIDE OF AN ESTABLISHED SCHOOL/CENTER USING FEW ASSISTANTS, LIMITED FACILITIES AND RESOURCES, AND RELYING HEAVILY ON FIELD EXPEDIENTS:.....
25. HOW DO YOU VIEW THE CONDUCT OF SMALL UNIT TRAINING OUTSIDE OF AN ESTABLISHED SCHOOL/CENTER USING FEW ASSISTANTS AND LIMITED FACILITIES AND RESOURCES:
- a. Impossible to conduct adequate training in such a context.....4
 - b. Adequate training can be conducted only with very great difficulty.....3
 - c. Adequate training can be conducted with minor difficulty.....2
 - d. No problem. Training qualitatively comparable to that given in a school/center can be conducted with no difficulty, if the commander has initiative and resourcefulness.....1
26. WHAT ARE YOUR FEELINGS ABOUT THE FORMAL WRITTEN SMALL UNIT TRAINING GUIDANCE SUPPLIED BY DA (E.G., ATP'S, ARMY SUBJECT SCHEDULES, TRAINING CIRCULARS, ETC.):
- a. They are very valuable and should always be used as a reference when conducting training.....3
 - b. They are valuable as general guidance but not always that useful when training is being conducted.....2
 - c. They are of little value in that they do not take into consideration important local factors.....1

96 9289 72 86 94 84 76

2.0 20222222.1 2222.1 2.1

2.2 23 22 2.3 22 2.3 23 22

NOTE: Question No. 24 indicates percentage responding "Yes".

- a. Inspectors from higher levels of command will note deviation from their training guidance and react negatively.....
- b. So much subject matter must be presented in a limited amount of time that it is not possible to accomplish anything different from that which is prescribed.....
- c. Many NCO's and Junior Officers who present training are unused to thinking for themselves and thus they do not develop any innovative techniques on their own.....
- d. Many trainers and commanders are unaware that they are authorized to take new approaches and use "way out" techniques in training.....
- e. Other (write in).....

28. WHAT DO YOU CONSIDER TO BE A MINIMUM PLATOON "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC PLT. TRAINING? (Please answer in terms of TOE strength, not assigned strength.).....

NOTE: Question No. 28 responses are in percentages.

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	CONUS	EUROPE	OTHER
IN	79	79	79
AR	84	84	84
ADA	95	80	81
FA	72	81	80

29. WHAT DO YOU CONSIDER TO BE A MINIMUM COMPANY "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC CO. TRAINING? (please answer in terms of TOE strength, not assigned strength.)

06-08
85-80
85-83
84
01-03
E7-E9

CONUS
EUROPE
OTHER

IN 78 80 95 80
AR 79 82 78 81
ADA 80 83 84 84
FA 80 84 80 81

CONUS
EUROPE
OTHER

IN 85 89 95 87
AR 87 89 96 86
ADA 84 86 89 85
FA 85-90 82 83

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30. WHAT DO YOU CONSIDER TO BE A MINIMUM BATTALION "PRESENT FOR DUTY" STRENGTH TO ACHIEVE DYNAMIC BN. TRAINING? (Please answer in terms of TOE strength, not assigned strength.)

80 79 90 79
79 80 78 78
79 80 86 85
81 82 81 81

86 87 95 87
86 86 96 84
83 86 87 87
86 88 85 84

NOTE: Questions Nos. 29 & 30 - responses are in percentages.

06-0803 BUCO 01-03 E9 IN A A FA CO-N E- ROPE 01-03

31. WHAT DO YOU CONSIDER TO BE A "MAXIMUM DEADLINE" STRENGTH OF A UNIT'S VEHICLES THAT WILL STILL ALLOW DYNAMIC TRAINING TO BE ACHIEVED?

1. 0%
2. 5%
3. 10%
4. 15%
5. 20%
6. 25%
7. 30%
8. 35%
9. 40%

32. WHAT IMPACT DO SAFETY RESTRICTIONS HAVE ON A UNIT'S ABILITY TO CONDUCT DYNAMIC TRAINING?

- TRAINING:
- | | | |
|----|----------------------------------|---|
| a. | None at all..... | 2 |
| b. | Some hindrance to training..... | 1 |
| c. | Great hindrance to training..... | 1 |

2.0 2.2 2.3 2.3 2.1 2.4 2.5 2.3

On 30 June 1971, the Chief of Staff of the Army directed that all detailed training management be decentralized to battalion and lower level, that mandatory subjects prescribed by higher headquarters be eliminated, and that training guidance be provided to battalions by mission-type instructions rather than detailed directives. Also, that individual training records will no longer be required.

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12

33. HAD YOU HEARD OF THIS DIRECTIVE BEFORE RECEIVING THE PRESENT SURVEY?

(If your answer to Question 33 is "Yes," answer Question 34; if "No," go on to Question 35.)

334. WHAT EFFECT HAS THIS DIRECTIVE HAD ON THE TRAINING OF YOUR UNIT?

3. WHAT EFFECT HAS THIS DIRECTIVE HAD ON THE TRAINING OF YOUR UNITS?
- a. A significant effect..... 3
- b. Some effect..... 2
- c. No effect at all..... 1

335. BASED ON YOUR EXPERIENCE, DO YOU THINK THAT THIS DIRECTIVE WILL LEAD TO MORE "DYNAMIC TRAINING" IN YOUR UNIT? (Circle response that comes closest to your evaluation.)

- a. Should have favorable impact immediately (within 3 months)....4.
- b. Should help significantly but it will take time for the system to adjust (improvement after 3 months).....3.
- c. I do not believe decentralization will necessarily lead to dynamic training but it might help a little.....2.
- d. Decentralizing responsibility won't help at all.....1.

NOTE: Question No. 31 indicates percentage responding w/this answer. Question No. 33 indicates percentage responding "Yes".

96 99 78 64 81 72 71 89

[illegible]

3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0

36. IF YOU CIRCLED EITHER "2" OR "1" ABOVE, WHAT DO YOU THINK THE CHIEF OF STAFF SHOULD DO TO PROMOTE DYNAMIC TRAINING? (Write in)

37. SOME UNITS IN THE ARMY CONDUCT SMALL UNIT TRAINING THAT IS CALLED "ADVENTURE TRAINING." ARE YOU FAMILIAR WITH THIS TYPE OF TRAINING?

(If your answer to Question 37 is "Yes," answer Question 38; if "No," go on to Question 39.)

38. WHAT IS YOUR OPINION OF "ADVENTURE TRAINING" AS A MEANS OF TRAINING FOR YOUR UNIT?

- Excellent.....4
- Good.....3
- Poor.....2
- My unit is not equipped to conduct such training.....1

39. RECENTLY A SPECIAL FORCES TEAM REENACTED THE LEWIS AND CLARK EXPEDITION BY MARCHING AND BOATING ACROSS THE WESTERN PORTION OF THE UNITED STATES. DO YOU THINK YOUR UNIT WOULD BE INTERESTED IN THIS TYPE OF TRAINING PROJECT?

(If your answer to Question 39 is "Yes," answer Question 40; if "No," go on to Question 41.)

40. DO YOU THINK YOUR UNIT IS CAPABLE OF CONDUCTING SUCH AN EXPEDITION?

- No, because of lack of training and equipment for this type of operation.....3
- Perhaps, if provided special training and equipment.....2
- Yes.....1

41. PLEASE DESCRIBE IN DETAIL BELOW ANY KIND OF "ADVENTURE TRAINING" THAT HAS BEEN UNDERTAKEN BY YOUR UNIT AND THE RESULTS.

NOTE: Questions No. 37 and 39 indicate percentage responding "Yes".

06-08 05>3, Bn CO 04, 05<3 01-03 E7-E9 IN AR ADA FA CONUS EUROPE OTHER

31 32 24 20 36 24 10 15

32 27 32 3.2 3.1 29 1.0 32

57 62 74 63 71 61 67 58

2.1 20 2.0 2.1 2020 2.1 2.1

NOTE: Questions Nos. 36 & 39 indicates percentage responding "Yes".

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OTHER
EUROPE

INADEQUATE
CONUS
1

ADEQUATE
2

EXCELLENT
3

EXCELLENT
3

EXCELLENT
3

EXCELLENT
3

EXCELLENT
3

EXCELLENT
3

42. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAINING
IN THE FOLLOWING SUBJECT AREAS: (Circle one response
for each)

- a. Tactics.....
- b. Weapons.....
- c. Support.....
- d. Maintenance.....
- e. Communication.....

43. IN YOUR UNIT, WHAT IS THE CURRENT STATE OF TRAIN-
ING IN THE FOLLOWING GENERAL AREAS: (Circle one
response for each)

- a. Operational Readiness Training.....
- b. Unit Training.....
- c. Individual Training.....

44. IF POSSIBLE, PLEASE DESCRIBE A SITUATION IN WHICH YOU DEVELOPED AND PRESENTED AN
INNOVATION IN SMALL UNIT TRAINING USING LIMITED FACILITIES AND RESOURCES. LIST
ANY APPROPRIATE DOCUMENTS USED TO ASSIST YOU IN DEVELOPING THE TRAINING.

Read again what we mean by "Dynamic Training":

- **Training tailored-to-need from the commander's own appraisal of his unit and his soldiers.
- **Training which meets need despite constraints, so that training progresses toward the commander's goals even if he is hampered by reduced strength, limited training facilities, or other scarce resources.
- **Training in which input by the trainer (instructor) is imaginative, innovative, professionally stretching.
- **Training in which the output for the trainee (student) is job-satisfaction--a zestful, stimulating, rewarding learning experience.

45. TO WHAT EXTENT WOULD YOU CHARACTERIZE THE TRAINING IN YOUR UNIT AS
"DYNAMIC" AS WE USE THE TERM?

- a. Rarely, if ever.....4
- b. A few times.....3
- c. Frequently.....2
- d. Almost always.....1

2.7 2.8 2.9 2.9
2.8 2.8 2.7 2.9

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Listed below are a number of missions or problem areas a typical unit might have to deal with in a three month period. Please:

1. First, look at the list and then add any problem areas or missions which your unit faces which are not included on the list. Please add these using the blank spaces at the end of the present list.
2. Second, use the first column (Column A) to indicate on the 5 point scale given below the importance you believe your superiors attach to these missions/problems.
3. Third, use Column B to indicate the importance that you believe should be attached to these missions/problems.
4. Fourth, use Column C to indicate how much of your time and attention is required by the mission/problem.
5. Finally, use Column D to indicate what percentage of the total effort of your unit was allocated over a three month period to each mission/problem.

NOTE: Column D should add up to 100%.

USE THIS SCALE FOR COLUMNS A, B, C, ONLY (Enter Number Only)

	5	4	3	2	1
Most Demanding/Important		Above	Average	Below	Least Demanding/Important
		Average		Average	

The following statements describe various problem areas which may or may not apply to a unit. Please indicate, for each statement, how these areas apply to your current or previous unit by circling a number for each statement in the column to the right showing whether it is a "Grave Problem Area," "Major Problem Area," "Minor Problem Area," or "No Problem."

	06	08	09	03	04	05	01	03	E7	E9	GRAVE 4	MAJOR 3	MINOR 2	NO PROBLEM 1	CONUS	EUROPE	OTHER
1. Lack of motivated junior officers willing to adequately perform their duties.											2.5	2.2	2.1	2.2			
2. Taking a trained rifleman (MOS11B) just out of Vietnam, with an average of 6 months retainability, and re-training him in a different MOS so that he can go through required unit qualification program.									1.7	1.7	1.7	2.2	1.6				
3. Training time. Too many nontactical requirements imposed on the unit.									2.7	2.8	2.8	3.2	2.7				
4. Shortage of qualified NCOs. Have excess E-5 personnel but only a few are E-6 and above. E-5 and E-6 types have knowledge and experience that E-3 or E-4's had a few years ago.									2.9	2.8	2.6	2.3	2.8				
5. Lack of experienced administrative personnel in the hard skill areas capable of keeping abreast of the daily administrative requirements.									2.1	2.2	2.0	2.0	2.1				
6. Complete turnover of personnel every 7 or 8 months and the impact on training.									2.3	2.3	2.1	2.2	2.2				

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	06-08	05-03, Bn CO	04, 05-03	01-03	GRAVE 4 E7-E9	MAJOR 3	MINOR 2			NO PROBLEM 1	CONUS	EUROPE	OTHER
							IN	AR	ADA				
7.	1.7	1.7	1.5	1.8		1.7	1.7	2.7	1.5				
8.	2.8	2.8	2.8	3.0		2.9	2.8	3.1	2.7				
9.	2.1	2.0	1.8	2.1		2.0	1.8	2.6	2.0				
10.	2.5	2.4	2.5	2.9		2.4	2.4	2.7	2.3				
11.	2.2	2.1	1.9	2.2		2.2	2.0	2.5	2.0				
12.	2.5	2.4	2.1	2.6		2.4	2.3	2.6	2.3				
13.	2.1	2.2	2.2	2.0		2.1	2.2	2.6	2.1				

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7. "Short-timer" attitude of Viet Nam returnees.
8. Discipline. The need for stronger discipline in the new changing Army.
9. The officers and NCOs are called to perform duties well beyond the normal experience level--for example--line companies commanded by lieutenants with less than 2 years service.
10. The training load made difficult by changing priorities of higher headquarters.
11. Learning how to adjust to a permissive society of free-thinking young lieutenants.
12. A morale problem caused by the fact that our draftee soldiers are serving in an unpopular war and that they are well aware of it.
13. Insuring day-to-day training is conducted.

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19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Reserve Units Individual training National Guard Units Small-unit training training managers motivation		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report is a result of a survey administered to experienced officers and enlisted men, to identify the major problems now serving as barriers to the development of innovative, challenging, and stimulating unit training, Army- wide. In gernerel, findings from the analysis of the survey results from Reserve and National Guard respondents were quite similar to those found from active duty respondents, except in some areas where differences were predictable by virtue of differences in the training context within which Reserve and National Guard units operate. It appears that senior officers		

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20. Continued...

in Reserve and National Guard units are more active in supervising training, issue more oral guidance, and may also be responsible for providing, or having provided, greater written material resources than is true in active duty units. Whether this is cause or effect is not known, but it seems to be associated with a tendency for company grade officers to be less active, and perhaps less motivated and innovative, in the training manager role.

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